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ANSWERS TO INQUIRIES

ABOUT THE

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U. S. BUREAU OF EDUCATION,

ITS

WORK AND HISTORY:

PREPARED,

UNDER THE DIRECTION OF THE COMMISSIONER,

BY

CHARLES WARREN, M. D.



WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1883.



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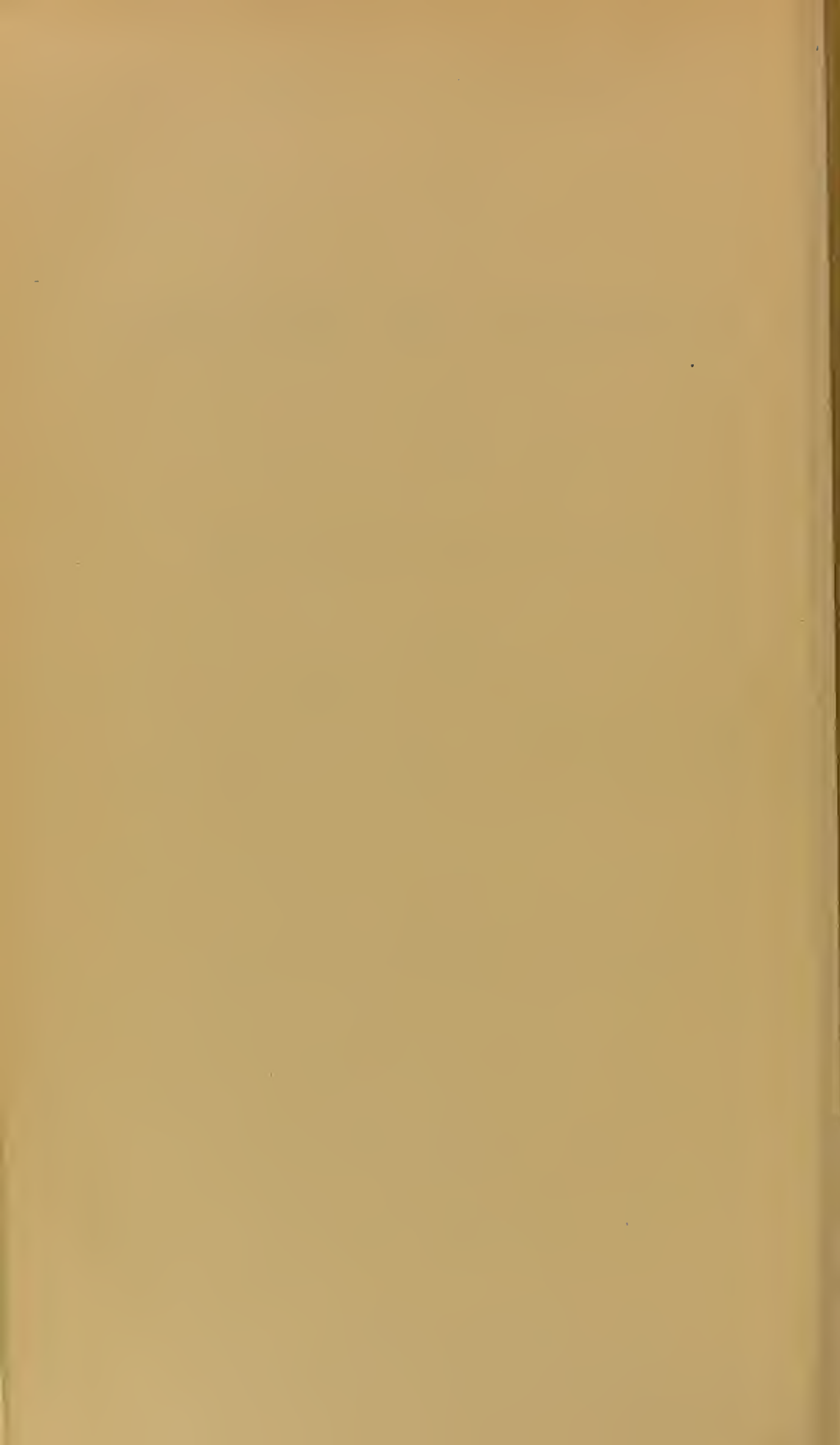
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WORK AND HISTORY OF THE BUREAU OF EDUCATION.

CHAPTER I.

WHY THE BUREAU WAS ESTABLISHED.

The first question that occurs to many minds when they hear of the National Bureau of Education is, "What has the Federal Government to do with education?" and the next naturally is, "Why should there be a National Bureau?" In reply to the first it may be answered, "In the way of control in the several States, nothing," and to the second, "To aid the States in providing themselves with the best systems of public instruction of which their means will allow by diffusing among all information as to improvements in education effected or experiments undertaken in any one or in foreign countries, and by awaking, through the publication of comparative statistics, a spirit of laudable rivalry." Without seeking to trench in the least upon the authority of the States, it is believed that a wide field of usefulness of the general character here indicated remains open to the General Government, but a limited examination of the laws, history, and customs of our country will show that many educational obligations of a special character have been assumed by the General Government. Prominent among these is provision for the negroes and Indians that are its wards; for the inhabitants of the District of Columbia and the Territories, over whom its power is exclusive; and for the persons employed by it in military posts, barracks, forts, naval vessels, and elsewhere. These obligations have been wholly or partly met by the enactment of laws and the establishment of governmental agencies. The duty of informing the people of the United States as to the condition of affairs and the progress of governmental business has been recognized and fulfilled by the regular publication and distribution of the presidential messages to Congress, with their accompanying documents, and by the publication and distribution of additional copies of some of these documents whenever their contents seemed to justify Congress in ordering them. Congress has further recognized the obligation resting on the nation to inform its inhabitants on special topics, such as the geography, geology, agricultural opportunities, and mineral wealth of the Territories, by authorizing commissions to investigate and make special reports thereon, and by publishing and distributing these documents. A still wider recognition of

the national obligation has been shown by the establishment and maintenance of highly specialized agencies for the survey and mapping of the national coast, the safety of ships, the saving of lives from wrecks, the culture and increase of edible fishes, the quarantine of persons and animals coming from other countries, and the diffusion of agricultural and educational information, &c., and by the publication of documents on these topics whenever and however deemed most appropriate.

The particular points to which attention is invited in connection with the present attitude of the Federal Government towards public knowledge of its own affairs are: that the present is a logical and consistent development from the past; that, either now or heretofore, what the Government has done has never injured or hampered the powers and privileges of the States, their governments, or of any citizen; and that the information collected, published, and distributed by the nation has added incalculably to the growth, homogeneity, prosperity, and resources of its several constituent States as well as to the general and individual well-being of the people.

Publicity is the characteristic of the American Republic's proceedings. The deliberations of Congress (excepting those of the executive sessions and a few of the earliest legislative sessions of the Senate) have always been open to the public; early provision was made for the publication of an official journal of congressional proceedings, and the distribution of these to State officers and others began in 1814 (Res. of Dec., 1813); from these the Journal, Annals, Congressional Globe and Congressional Record have developed in succession. Before the adoption of the Federal Constitution, the Secretary of State for Foreign Affairs was directed by a resolution of Congress "to obtain from the ministers and agents of the United States in foreign countries an abstract of their present state, their commerce, finances, naval and military strength, and the characters of sovereigns and ministers, and every other political information which may be useful to the United States" (Statutes at Large, II, 28). These reports have gradually expanded into the volumes on Diplomatic Relations and Commercial Relations published by the State Department (Statutes at Large, V, 507). The first censuses, those of 1790, 1800, and 1810, were mere enumerations of the constitutional population of the country with reference to military power and representation in Congress; the census of 1820 began the collection of statistics respecting industries and industrial products. The succeeding censuses have expanded, as increasing interest in the development of wealth, business, and population has made necessary, until the census of 1880 will be twenty times the size of the census of 1820. The Treasury reports on commerce and navigation began in 1820; agricultural reports first appeared in 1841, as a part of the report of the Patent Office. The first important exploring expedition authorized by the Government was that of Lewis and Clarke, 1803 and 1806, through the newly acquired province of "Louisiana" to the Pacific Ocean. Major

Stephen H. Long's explorations of the country between the Red River, the Northern Boundary, and the Rocky Mountains were made at the expense of the Government between 1819 and 1823; the results of Featherstonehaugh's two geological expeditions north of the Missouri River in 1834 and 1835 were published by the Government in 1835 and 1836, respectively. The explorations and labors of Dr. David Dale Owen, J. C. Frémont, Col. J. W. Abert, Capt. Howard Stansbury, Prof. F. V. Hayden, Maj. J. W. Powell, Lieut. G. M. Wheeler, and Mr. Clarence King have continued these efforts to the present time, with enormous results both in material wealth and knowledge. Nor has the Government been content with exploring its own domain. Captain Wilkes was sent to the Antarctic Seas in 1838, Capt. Wm. F. Lynch to the Dead Sea and the Jordan in 1848, Commodore M. C. Perry to Japan in 1856, Maj. A. Mordecai and other officers to the Crimean war of 1855-'56, and Capt. C. F. Hall in the ill-fated *Polaris* to the Arctic Ocean in 1871. The Government has further benefited science in various ways, as by the establishment of the Botanic Garden, the Library of Congress, the National Museum, the Naval Observatory, the Coast Survey, the Army Medical Museum and Library, by the publication of the Nautical Almanac, and otherwise. Surgeon Baxter's anthropological researches among recruits to the armies of 1861-1865 were published in two quarto volumes in 1873; the vast and magnificent Medical and Surgical History of the Rebellion, though yet incomplete, is another striking evidence of the enlightened policy of the Government.

Education was first investigated by it in the census of 1840; the subject has received more and more attention with every succeeding decennial period. The serious exhibition of the census of 1860, published 1862-1866, and the evident effects of the great war on the morals, intelligence, and prospects of the country alarmed all thinking men. Illiteracy, native and foreign, male and female, adult and minor, white and black, greater than had ever before engaged the attention of American society and American statesmen, confronted the friends of order, peace, thrift, industry, honesty, and intelligence. The nation had prosecuted a war for four years, destroying thousands of lives and millions of property. It had upset the social laws and systems of eleven lately rebellious and five loyal States by causing the freedom of the African to be accomplished, and enfranchising at least one million colored male adults, who from their past training, intellectual, moral, and physical, were but poorly furnished with the experience or the knowledge necessary for the discharge of the grave duties to which their new citizenship called them. In addition to these at least a million colored women and two million colored children had been made free. The white population of the country had been seriously modified during the war by the casualties of that condition and the great immigration of foreign men tempted by large bounties to enlist in the armed service of the Union or by high wages to engage in the numerous industries which were producing food, clothing, ammunition, and equipage for its use. When

the war closed a great change had come over the land; many of the best and bravest of the people were gone forever, and their places were but poorly filled by the ignorant and the superstitious from other countries or from the lower depths of southern social life who came into prominence. Until these elements were thoroughly elevated and harmonized, there could be no real peace for the nation as a whole; until the various parts of the Union understood and adopted the new social, industrial, and legal relations produced by the war, progress could be only uncertain, and politics not a scientific pursuit but a game won by fraud or brute force.

Education is not a matter of the school solely; the human being is also educated by the habits and conditions of the family of which he forms a member, by the moral beliefs and standards of the religion in which he is trained, by the exigencies and necessities of the occupation or vocation he follows, by the various fortunes and tendencies of the community in which he lives. All these educating forces in this Union had been weakened, perverted, or destroyed by war, emancipation, confiscation, immigration—tremendous social and moral incidents, of which some consequences were immediate, others have been rapidly developed, and yet others are to be brought forth for the national bane or blessing, as the case may be. For the victorious section one sort of dangers was to be apprehended; for the defeated, other and more pressing evils were imminent. The free public school system, developed in various ways in the eastern and middle sections of the Northern States before and during the war, seemed to be the best and most readily adaptable instrumentality for checking the growth of ignorance and assimilating the diverse elements of the new nation. The other great educating forces of human society—family, church, vocation, and government—were matters either of private choice or already settled law. This—the school of the people—had not been encouraged or developed to any great extent by the leaders of the Southern States, and it hardly existed in the great Territories beyond the Missouri and Red Rivers.¹

¹This is no longer the case, there being now (1883) a public school law and system in every State and in every organized Territory. Much, however, remains to be done for their improvement and efficiency, and much for the subjects to be taught, the methods of teaching, the architecture of school buildings, school hygiene, and other matters of importance.

The danger from domestic and foreign illiteracy is still very great. The census of 1880 shows that the number of persons 10 years of age and upward unable to write was 6,239,958, an increase of 581,814 over the number unable to write reported by the census of 1870. The beneficent effect of the public school work is shown in the decreased *percentage* of illiteracy, showing that, in spite of enormous immigration and of very serious social, political, and financial incidents, the proportion of ignorance to intelligence has decreased. In 1880 only 17 per cent. of the population 10 years of age and upward was unable to write as against 20.05 in 1870. The white illiterates 10 years old and over numbered 2,851,911 in 1870 and 3,019,080 in 1880, an increase of 167,169. The colored, Chinese, and Indian illiterates increased 414,645; that is, from 2,806,233 in 1870 to 3,220,878 in 1880. These increased numbers are additions to our native illiterates.

CHAPTER II.

HOW THE BUREAU WAS ESTABLISHED.

The Bureau of Education arose as one of the means of dealing with this condition of affairs. Educators, political economists, and statesmen felt the need of some central agency by which the general educational statistics of the country could be collected, preserved, condensed, and properly arranged for distribution. This need found expression finally in the action taken at a convention of the superintendence department of the National Educational Association, held at Washington February, 1866, when it was resolved to petition Congress in favor of a National Bureau of Education. The following memorial was accordingly prepared containing substantially the arguments for the establishment of such an office by the Government which had been submitted to the convention in a paper by the Hon. E. E. White, of Ohio:

Memorial to the honorable the Senate and House of Representatives of the United States:

At a meeting of the National Association of State and City School Superintendents, recently held in the city of Washington, D. C., the undersigned were appointed a committee to memorialize Congress for the establishment of a National Bureau of Education.

It was the unanimous opinion of the association that the interests of education would be greatly promoted by the organization of such a bureau at the present time; that it would render needed assistance in the establishment of school systems where they do not now exist, and that it would also prove a potent means for improving and vitalizing existing systems. This it could accomplish:

1. By securing greater uniformity and accuracy in school statistics, and so interpreting them that they may be more widely available and reliable as educational tests and measures.

2. By bringing together the results of school systems in different communities, States, and countries, and determining their comparative value.

3. By collecting the results of all important experiments in new and special methods of school instruction and management, and making them the common property of school officers and teachers throughout the country.

4. By diffusing among the people information respecting the school laws of the different States; the various modes of providing and disbursing school funds; the different classes of school officers and their relative duties; the qualifications required of teachers, the modes of their examination, and the agencies provided for their special training; the best methods of classifying and grading schools, improved plans of school-houses, together with modes of heating and ventilation, &c.—information now obtained only by a few persons and at great expense, but which is of the highest value to all intrusted with the management of schools.

5. By aiding communities and States in the organization of school systems in which mischievous errors shall be avoided and vital agencies and well tried improvements be included.

6. By the general diffusion of correct ideas respecting the value of education as a quickener of intellectual activities, as a moral renovator, as a multiplier of industry and a consequent producer of wealth, and, finally, as the strength and shield of civil liberty.

In the opinion of your memorialists it is not possible to measure the influence which the faithful performance of these duties by a National Bureau would exert upon the cause of education throughout the country, and how persons who have not been

intrusted with the management of school systems can fully realize how widespread and urgent is the demand for such assistance. Indeed, the very existence of the association which your memorialists represent is itself positive proof of a demand for a national channel of communication between the school officers of the different States. Millions of dollars have been thrown away in fruitless experiments or in stolid plodding for the want of it.

Your memorialists would also submit that the assistance and encouragement of the General Government are needed to secure the adoption of school systems throughout the country. An ignorant people have no inward impulse to lead them to self-education. Just where education is most needed, there it is always least appreciated and valued. It is, indeed, a law of educational progress that its impulse and stimulus come from without. Hence it is that Adam Smith and other writers on political economy expressly except education from the operation of the general law of supply and demand. They teach, correctly, that the demand for education must be awakened by external influence and agencies.

This law is illustrated by the fact that entire school systems, both in this and in other countries, have been lifted up, as it were, bodily, by just such influences as a National Bureau of Education would exert upon the schools of the several States; and this, too, without its being invested with any official control of the school authorities therein. Indeed, the highest value of such a bureau would be its quickening and informing influence, rather than its authoritative and directive control. The true function of such a bureau is not to direct officially in the school affairs in the States, but rather to coöperate with and assist them in the great work of establishing and maintaining systems of public instruction. All experience teaches that the nearer the responsibility of supporting and directing schools is brought to those immediately benefited by them, the greater their vital power and efficiency.

Your memorialists beg permission to suggest one other special duty which should be intrusted to the National Bureau, and which of itself will justify its creation, viz, an investigation of the management and results of the frequent munificent grants of land made by Congress for the promotion of general and special education. It is estimated that these grants, if they had been properly managed, would now present an aggregate educational fund of about five hundred millions of dollars. If your memorialists are not misinformed, Congress has no official information whatever respecting the manner in which these trusts have been managed.

In conclusion, your memorialists beg leave to express their earnest belief that universal education, next to universal liberty, is a matter of deep national concern. Our experiment of republican institutions is not upon the scale of a petty municipality or state, but it covers half a continent and embraces peoples of widely diverse interests and conditions, but who are to continue "one and inseparable." Every condition of our perpetuity and progress as a nation adds emphasis to the remark of Montesquieu, that "it is in a republican government that the *whole power of education is required.*"

It is an imperative necessity of the American Republic that the common school be planted on every square mile of its peopled territory and that the instruction therein imparted be carried to the highest point of efficiency. The creation of a Bureau of Education by Congress would be a practical recognition of this great truth. It would impart to the cause of education a dignity and importance which would surely widen its influence and enhance its success.

All of which is respectfully submitted.

E. E. WHITE,

State Commissioner of Common Schools of Ohio.

NEWTON BATEMAN,

State Superintendent of Public Instruction, Illinois.

J. S. ADAMS,

Secretary of State Board of Education, Vermont.

WASHINGTON, D. C., February 10, 1866.

The memorial was presented in the House of Representatives by General Garfield, February 14, 1866, with a bill for the establishment of a National Bureau on essentially the basis the school superintendents had proposed. Both bill and memorial were referred to a committee of seven members, consisting of Messrs. Garfield of Ohio, Patterson of New Hampshire, Boutwell of Massachusetts, Donnelly of Minnesota, Moulton of Illinois, Goodyear of New York, and Randall of Pennsylvania. The bill was reported back from the committee, with an amendment in the nature of a substitute, providing for the creation of a *department* of education instead of the *bureau* originally proposed. Thus altered, it was passed by a vote of nearly two to one. In the Senate it was referred to the Committee on the Judiciary, consisting of Messrs. Trumbull of Illinois, Harris of New York, Clark of New Hampshire, Poland of Vermont, Stewart of Nevada, and Hendricks of Indiana, who the following winter reported it without amendment and with a recommendation that it pass, which it did on the 1st of March, 1867, receiving on the next day the approval of the President.¹

By the act of July 28, 1868, which took effect June 30, 1869, the Department of Education was abolished, and an Office of Education in the Department of the Interior was established, with the same objects and duties. The appropriations for the fiscal year 1869-'70 were seriously reduced, and the experiment seemed doomed to early failure for want of congressional interest in the subject. The appropriations for 1870-'71, however, were larger, and permitted the preparation of documents which speedily satisfied Congress that a moderate sum might be expended annually for the support of the Office (or Bureau, as it is more generally called) with advantage to the cause of education. Since then the Bureau has received, at various times, small accretions to its annual appropriation, that have enabled it to perform an increasing amount of the labor demanded of it, although the total sum in its control at any one time has never been sufficient for the effectual prosecution of all branches of its work.

CHAPTER III.

WORK OF THE BUREAU.

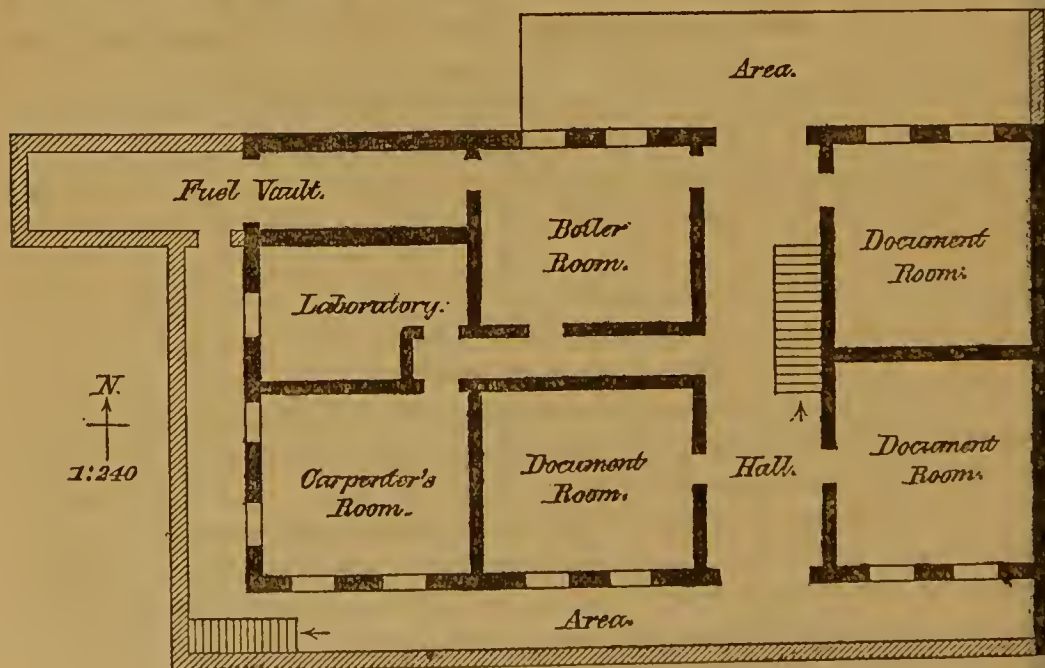
The act of March 2, 1867, already alluded to, established an agency "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems and otherwise promote the cause of education."

It will be perceived that the chief duty of the office under the law is to act as an educational exchange. Exercising and seeking to exercise

¹The first Commissioner of Education was Hon. Henry Barnard, LL. D., appointed March 14, 1867; resigning, he was immediately succeeded, March 17, 1870, by Hon. John Eaton, PH. D., LL. D., the present Commissioner.

no control whatever over its thousands of correspondents, the office occupies a position as the recipient of voluntary information which is unique. European ministries require paid subordinates to furnish the information needed for the compilation of their official reports; but at considerable expense of time and trouble the great body of intelligent educators of this country gratuitously furnish a mass of information concerning their work, which in character and extent is believed to surpass what is brought together anywhere else. In collecting this information, the main reliance is placed, as has been intimated, upon correspondence, but the exchange of publications and appliances and the purchase of books, pamphlets, and educational apparatus are also resorted to. The results have been a very large and continually increasing correspondence, an educational library of great value, and the rudiments of a most interesting museum. These can be described most conveniently during the course of a survey of its official quarters.

During the sixteen years of its existence the Office has occupied various buildings or parts of buildings, according to the circumstances and necessities of different times. At three different times, equalling nearly eleven years of the sixteen, it has been quartered in the brick building on the corner of G and Eighth streets n. w., facing the northern front of the Patent Office. It is a plain brick edifice, having fire-proof floors and a substantial iron staircase. It extends about 70 feet on G street and 40 feet on Eighth street, has a basement, approachable from two areas, and four other stories. The floor plans of these stories are given on a scale of 1 inch to 20 feet.

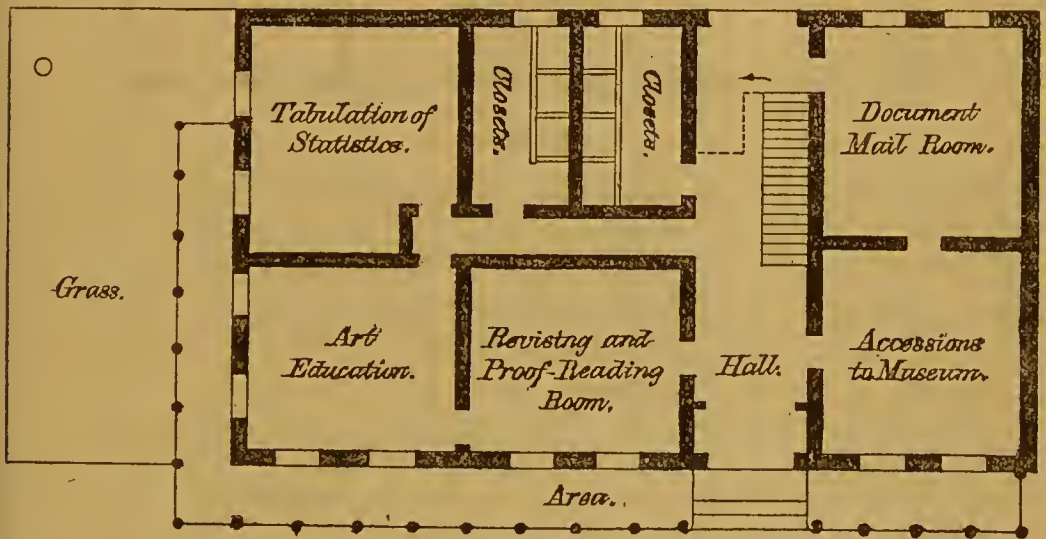


*The U.S. Bureau of Education.
Basement Floor.*

Three rooms in the basement are used for the storage of documents published and distributed by the Office. The copies of each publication

are kept separate, and a daily account of the number of each sent away is kept, so that the exact condition of the stock on hand can be ascertained at any time. The very numerous documents and reports on educational subjects presented for distribution at home or abroad are also stored in these rooms while awaiting shipment; and their distribution really amounts to an extensive exchange of publications by several hundred officers, of which this Bureau acts as the agent and distributor.

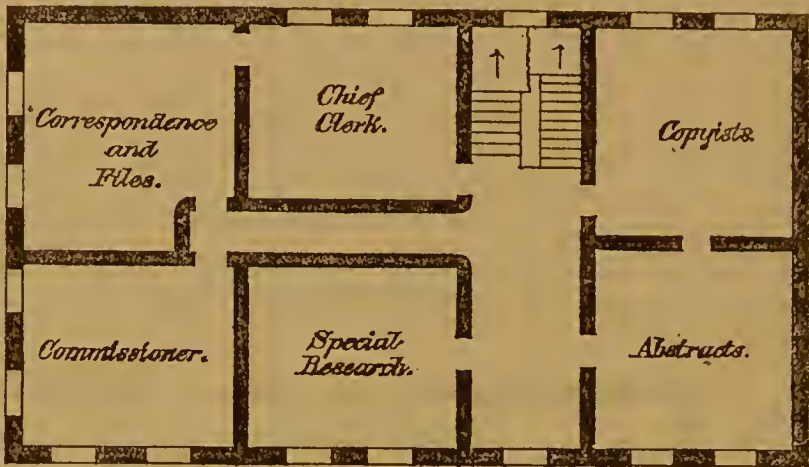
One room is used as a carpenter and joiner's shop, where packing boxes and cases are made when required, and where the furniture of the Office is mended or constructed. A smaller room is fitted up as a laboratory for the chemical analysis of air and gases in school buildings, and similar investigations. The boiler room and fuel vault occupy the rest of the space.



1st. Story.

The first story has five rooms: one is used for wrapping and addressing documents, and another for the accessions to the museum. The other three rooms are occupied by employes of the office. In the first the work of revising the manuscript and correcting the proof of the various publications of the office is carried on. In order to secure the highest attainable degree of accuracy in details, the compilations made elsewhere in the office are here subjected to a rigid examination, and the work is carefully watched through the press to its final completion. In the next room is being prepared the forthcoming report on drawing in the United States in its relations to industrial and fine art education. The last room is occupied by the clerks who make the statistical tables contained in the annual and other reports of the office. From this room blank forms of inquiry are sent out to the superintendents of State and city systems of public instruction, and to the heads of private educational institutions of every grade and class throughout the country. After being closely scrutinized and tested by comparison with the catalogues, reports, &c., here conveniently arranged for reference, the

information contained in the replies received is embodied in tables which present its vast extent in a compact shape; subsequently these tables are carefully summarized.



2nd Story.

The six rooms on the second story are occupied by the Commissioner, the chief clerk, and by clerks, copyists, and stenographers in the division of correspondence and files and the division of abstracts. In this last, the entire American periodical literature relating to education is read and summarized for the annual report, the labor involving the examination of about 100,000 pages annually.

The correspondence of the Office comprises other countries as well as every part of the United States; regular communications pass between it and the superintendents of State, territorial, and city school systems, principals of normal schools, business colleges, Kindergärten, academies, and preparatory schools, presidents of colleges for men and women, universities, professional and technical schools, curators of museums and art schools, and conductors of charitable, reformatory, and industrial schools. These correspondents numbered in 1871 about 2,000, and in 1881 about 8,500. The foreign countries represented in the correspondence are about 60. There are also many writers for the press, authors, clergymen, physicians, lawyers, scientific men, teachers, and philanthropists, of whom further mention is needless.

The information sought is of every grade of importance, and comprehends a study of education of every grade and in every country, and in past as well as present times. The following details may prove of some interest: During one year special replies were prepared in one room to inquiries about the education of colored people in State and city schools; courses of study in district schools; free school systems in the Southern States before the war of 1861-1865; the number of public school teachers in the whole country; the educational qualification of voters in the several States; compulsory school laws of the States; arguments for and against coeducation of the sexes in schools and colleges; city

free schools for deaf-mutes; professorships of pedagogics in British universities and in American colleges; and university and polytechnic instruction in Europe as compared with that in this country. Another room, in addition to its regular work, prepared special replies to inquiries about industrial education; the instruction of civil engineers; the organization and management of technical schools; the early history of public instruction at home and abroad; military schools in this country; laws exempting school property from taxation in the several States; mining engineering; hygiene in schools and colleges; and teachers' examinations. A third room answered special questions about normal schools; city school systems; courses of study; graded schools; rural schools; and school supervision. Another room prepared elaborate statistics respecting Kindergarten work; institutions of learning in the District of Columbia; graduates from professional schools; agricultural colleges; and the value of public school property. The translator prepared special letters on many foreign topics, among which I mention primary education in Prussia and in Switzerland; compulsory school laws in Europe; military education in Europe; school-houses abroad; school discipline in Germany; organization of the University of France; education before the Reformation; education in Mexico; the medical inspection of schools; needlework teaching in Germany and Holland; education in Hungary; and agricultural instruction in Europe. The inquiries vary, of course, in subject, character, and number from year to year.

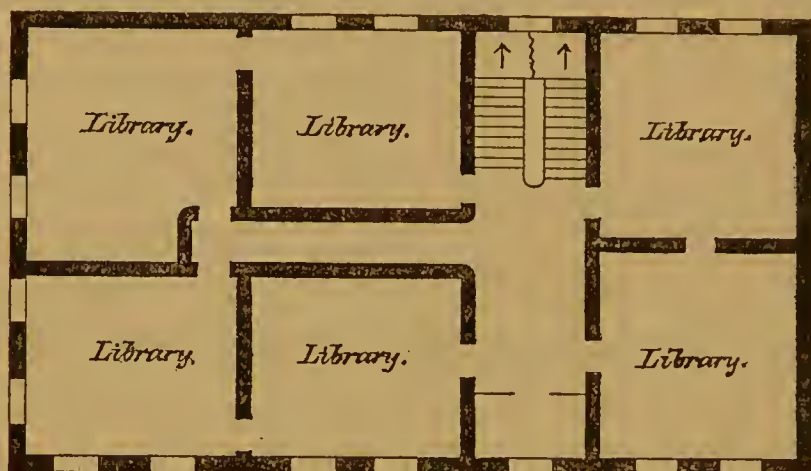
The system adopted in this correspondence is simple but adequate. The letters received are classified as (1) acknowledging information or documents sent by the Office to the writer, (2) conveying information or documents to the Office, and (3) requesting information, and are filed accordingly; registers of statistical returns, periodicals, library accessions, financial matters, and letters are kept and suitably indexed, in conformity with the orders and usages of the Interior Department. During the year 1881 more than 20,000 letters, circulars, acknowledgments, and statistical returns were received.

CHAPTER IV.

LIBRARY AND MUSEUM OF THE BUREAU.

The third story has also six rooms, two of which contain the books and pamphlets relating to education in foreign countries, and the other four the rest of the library belonging to the Office. The collection in 1882 comprised 15,000 volumes and 34,000 pamphlets, besides duplicates suitable for exchange with other collections. One room contains long series of reports of State systems and of city schools; another, files of American educational journals; a third, the extensive collection of catalogues, programmes, and special publications of American colleges,

female colleges, schools of science, normal schools, and schools for secondary instruction. These are contained in hundreds of file boxes so labelled and arranged that the material relating to any particular institution can be consulted in less than one minute. Here, too, the card catalogue of the library, showing both authors and subjects, is kept in a convenient case. Another room is filled with works of general refer-



3rd Story.

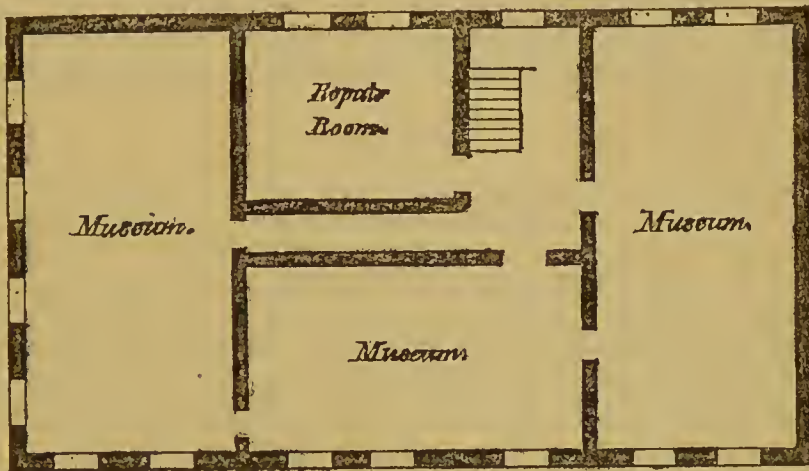
ence and with such select works in science, art, history, biography, and other topics as have been found useful in the work of the office. The early text books of this country occupy an alcove in the south end of the hall. The foreign side of the library is rich in works both on the theory of education and on its past and present condition in all parts of the world. There are reports and documents from Great Britain and Ireland, Germany, France, Austria, Hungary, Belgium, Holland, Switzerland, Italy, Sweden and Norway, the British Colonies, Brazil, the Argentine Republic, the Hawaiian Islands, Japan, Denmark, Spain, Portugal, Greece, Turkey, Russia, Egypt, Chili, Mexico, Ecuador, and the United States of Colombia.

These come in with little other expense to the Bureau than the exchange of its own publications with the governments, officers, and institutions from which they are received.

More than sixty foreign journals are taken, so that the ephemera of European education is adequately represented in the collection. From these many facts, statistics, and clues are obtained. The observations and criticisms of competent foreigners on our own systems and on those of their neighbor states are also found in this portion of the library.

The museum of the Office occupies one room on the first and the whole of the fourth floor; but wherever the visitor goes he finds articles which have been procured and are displayed with a view to forming a part of the collection when complete. In the proof-reading room specimens of typography, as shown in rare, curious, or valuable books relating to education, can be seen; atlases of graphic methods of pre-

senting statistical facts to the eye are shown in the statistical room. On one wall of another room a case of dark wood and bevelled glass shows an artist's collection of clay models, from the unskilled hands of child and adult, savage and civilized, of every race in our land, to the exquisite work of well trained eyes and fingers. Near this a second case contains the artistic handwork of children in Mr. Charles G.



4th Story

Leland's school at Philadelphia, where repoussé plaques and carved panels of wood and a well moulded and tinted vase stand out from a background of embossed leather and embroidered cloth. A group of photographs showing the home and labor of nurses in a training school surrounds the picture of Miss Nightingale on one wall; close by are photographs indicating the successful education of Indian boys and girls in the practical arts of civilized life at Carlisle Barracks, Pennsylvania, where Lieutenant Pratt's humane and vigorous mind has organized a wonderful Government school.

A small, dark cabinet, bearing only "J. A. G." on its face, attracts the eye; opened, it shows the martyred President Garfield's likeness, and the inner sides of the black doors are inscribed with the dates of his birth, education, employment as teacher, service in the Army, and in the House of Representatives, election to the Senate, inauguration, and death.¹ Articles of various kinds follow the line of the stairways; globes stand in the corners of the landings. A high glass cabinet in one of the halls contains artificial flowers made in German orphan asylums. Portraits and busts of educators and benefactors to education are continually seen wherever space permits them to be placed. Notable among these articles is a series of models showing the development and improvement of farming implements from the earliest times and in all nations down to the present day. In another room are col-

¹This engraving, with larger copies of the inscriptions surrounding it, formed part of the mourning decorations on the outer wall of the office building in September, 1881.

lected the diplomas gained by the Office at the international exhibitions of Vienna, 1873; Chili, 1875; Philadelphia, 1876, and Paris, 1878.

The visitor should not fail to examine carefully the *kitchen garden* apparatus, the beautiful *Kindergarten* gifts, the *sewing* from the Winthrop School, Boston, the *Japanese* room, Mr. Thomas Twining's *science teaching* apparatus, and the object lesson cards of Edmonston and Douglas, of Edinburgh, Scotland.

It is proposed, when practicable, to select from the material accumulated here loan collections for use in teachers' institutes, normal schools, lecture courses, &c.

CHAPTER V.

THE PUBLICATIONS OF THE BUREAU.

Having briefly considered the extent and character of the first duty devolving on the Office and described the methods employed for the purpose, it is proper to consider its second and more important function, viz, that of "diffusing" the information thus acquired, chiefly, of course, so as to promote the best "organization and management" of "public school systems and methods of teaching," and to aid "in the establishment and maintenance of efficient school systems," but also, whenever deemed desirable, "to promote the cause of education," by publishing information respecting other objects, instrumentalities, and methods of instruction. The language of the law already quoted widens the field of research considerably, sends the Bureau to the study of school systems elsewhere prevalent, and leads to inquiry as to the ministries of instruction in the several European states, as to the useful suggestions in foreign educational reports and journals, and as to the systems of training in the universities, Gymnasien, Realschulen, schools of architecture and drawing, and the various institutions for primary education in every civilized community or state, in order that whatever is peculiar or excellent in each may be collected, with a view to the assistance of our educators in their work.

All this, with the educational collections from our country, is presented by the Bureau in annual reports, each giving abstracts of the various classes of instruction (such as primary, secondary, superior, professional, and special), with lists and statistics of all noticeable institutions and a general summary of the whole educational field; in occasional circulars of information, of which fifty-five have been published since 1870, besides special reports on topics of particular importance and smaller publications on topics of minor importance, and in written answers to inquiries on school matters from a great variety of sources, both in this country and abroad.

The amount of information conveyed by these means with respect to educational systems, school laws, and important institutions is such as

has never previously been made generally accessible in the United States, such as no agency belonging merely to a single State could possibly have gathered, and such as private persons could not have obtained, even with vast labor and at great expense.

The following list of the publications of the Office is substantially complete; those in the list which are not out of print are distinguished by a *. The small clerical force and the frequent removals of the Office from one building to another have occasioned loss of time and records as well as of other property:

Under Commissioner Barnard.

Report of the Commissioner of Education, with circulars and documents accompanying the same; submitted to the Senate and House of Representatives, June 2, 1868. Washington, 1868. 8°. 40 + 856 pp.

Special Report of the Commissioner of Education on the condition and improvement of public schools in the District of Columbia, submitted to the Senate, June, 1868, and to the House with additions, June 13, 1870. Washington, 1871. 8°. 850 pp. + various indexes.

Valuable reports on Technical Education and Education in Europe were also prepared, but were not ordered to be printed by Congress.

Under Commissioner Eaton.

REPORTS.

Report of the Commissioner of Education, made to the Secretary of the Interior, for the year 1870, with accompanying papers. Washington, 1870. 8°. 579 pp.

Report of the Commissioner of Education for the year 1871. Washington, 1872. 8°. 726 pp.

Same for the year 1872. Washington, 1873. 8°. 88 + 1018 pp.

Same for the year 1873. Washington, 1874. 8°. 178 + 870 pp.

Same for the year 1874. Washington, 1875. 8°. 152 + 935 pp.

Same for the year 1875. Washington, 1876. 8°. 174 + 1016 pp.

Same for the year 1876. Washington, 1878. 8°. 214 + 942 pp.

Same for the year 1877. Washington, 1879. 8°. 206 + 644 pp.

Same for the year 1878. Washington, 1880. 8°. 202 + 730 pp.

Same for the year 1879. Washington, 1881. 8°. 230 + 757 pp.

Same for the year 1880. Washington, 1882. 8°. 262 + 914 pp.

Same for the year 1881.—*In press.*

Same for the year 1882.—*In course of preparation.*

Contributions to the annals of medical progress and medical education in the United States before and during the war of independence, by Joseph M[eredith] Toner, M. D. Washington, 1874. 8°. 118 pp.*

Public libraries in the United States of America; their history, condition, and management. Special report. Washington, 1876. 8°. Part I, 36 + 1187 pp.: Part II, 89 pp.

Contributions to the history of medical education and medical institutions in the United States of America, 1776-1876. Special report, by N. S. Davis, A. M., M. D. Washington, 1877. 8°. 60 pp.*

CIRCULARS.

Circular of Information of the Bureau of Education, for August, 1870. 8°. 70 pp. *Contents:* Illiteracy of 1860; educational statistics; Virchow on school room diseases; education of French and Prussian conscripts; school organization, &c.

Same for July, 1871. 8°. 48 pp.—*Contents*: Public instruction in Sweden and Norway; the folkehoiskoler of Denmark.*

Same for November, 1871. 8°. 14 pp. Methods of school discipline.

Same for December, 1871. 8°. 17 pp. Compulsory education.*

Same for January, 1872. 8°. 43 pp. German and other foreign universities.

Same for February, 1872. 8°. 77 pp.—*Contents*: Public instruction in Greece, the Argentine Republic, Chili, and Ecuador; statistics respecting Japan and Portugal; technical education in Italy.

Same for March, 1872. 8°. 93 pp.—*Contents*: Vital statistics of college graduates; distribution of college students in 1870-'71; vital statistics in the United States, with diagrams, &c.

Same for April, 1872. 8°. 125 pp. Relation of education to labor.

Same for June, 1872. 8°. 22 pp. Education in the British West Indies.

Same for July, 1872. 8°. 62 pp. The Kindergarten.

Same for November, 1872. 8°. 79 pp. American education at the Vienna Exposition of 1873.*

Circulars of Information of the Bureau of Education for the year 1873. 8°. pp. 441.—*Contents*:

No. 1. Historical summary and reports on the systems of public instruction in Spain, Bolivia, Uruguay, and Portugal. 66 pp.

No. 2. Schools in British India. 30 pp.*

No. 3. Account of college commencements for the summer of 1873, in Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania. 118 pp.*

No. 4. Lists of publications by members of certain college faculties and learned societies in the United States, 1867-1872. 72 pp.

No. 5. Account of college commencements during 1873 in the Western and Southern States. 155 pp.

Circulars of Information of the Bureau of Education for the year 1874. 8°. 221 pp. *Contents*:

No. 1. Proceedings of the Department of Superintendence of the National Educational Association, January, 1874. 77 pp.*

No. 2. Drawing in public schools. The present relation of art to education in the United States. 56 pp.

No. 3. History of secondary instruction in Germany. 88 pp.

Circulars of Information of the Bureau of Education for the year 1875. 8°. 637 pp.—*Contents*:

No. 1. Proceedings of the National Educational Association, 1875. 119 pp.

No. 2. Education in Japan. 64 pp.*

No. 3. Public instruction in Belgium, Russia, Turkey, Servia, and Egypt. 108 pp.*

No. 4. Waste of labor in the work of education. 16 pp.*

No. 5. Educational exhibit at the Centennial in 1876. 26 pp.*

No. 6. Reformatory, charitable, and industrial schools in the United States. 203 pp.*

No. 7. Constitutional provisions in regard to education in the several States. 130 pp.*

No. 8. Schedule of students' work for the Centennial Exhibition, 1876. 16 pp.*

Circulars of Information of the Bureau of Education for the year 1877. 8°. 105 pp.—*Contents*:

No. 1. Education in China. 28 pp.

No. 2. Public instruction in Finland, the Netherlands, Denmark, Württemberg, and Portugal; the University of Leipzig. 77 pp.

Circulars of Information of the Bureau of Education for the year 1878. 8°. 66 pp.— *Contents* :

No. 1. The training of teachers in Germany. 42 pp.

No. 2. Elementary education in London. 24 pp.*

Circulars of Information of the Bureau of Education for the year 1879. 8°. 340 pp.— *Contents* :

No. 1. Training schools for nurses. 22 pp.

No. 2. Proceedings of the Department of Superintendence of the National Educational Association in 1877 and 1879, and of the conference of State college presidents held in Ohio in 1877. 192 pp.

No. 3. Value of common school education to common labor. 38 pp.*

No. 4. Training schools of cookery. 50 pp.

No. 5. American education as described by the French Commission to the International Exhibition of 1876. 38 pp.*

Circulars of Information of the Bureau of Education for the year 1880. 8°. 624 pp. *Contents* :

No. 1. College libraries as aids to instruction. 28 pp.*

No. 2. Proceedings of the Department of Superintendence of the National Educational Association in 1880. 112 pp.

No. 3. Legal rights of children. 96 pp.

No. 4. Rural school architecture. 106 pp.*

No. 5. English rural schools. 26 pp.*

No. 6. Teaching of chemistry and physics in the United States. 220 pp.*

No. 7. The spelling reform. 36 pp.*

Circulars of Information of the Bureau of Education for the year 1881. 8°. 350 pp. *Contents* :

No. 1. Construction of library buildings. 26 pp.*

No. 2. Relation of education to industry and technical training in American schools. 22 pp.*

No. 3. Proceedings of the Department of Superintendence of the National Educational Association in 1881. 80 pp.*

No. 4. Education in France. 144 pp.

No. 5. Causes of deafness among school children and the instruction of children with impaired hearing. 48 pp.

No. 6. Effects of student life on the eyesight. 30 pp.

Circulars of Information of the Bureau of Education for the year 1882. 8°. 323 pp. *Contents* :

No. 1. Inception, organization, and management of training schools for nurses. 23 pp.

No. 2. Proceedings of the Department of Superintendence of the National Educational Association for 1882. 112 pp.

No. 3. The University of Bonn. 68 pp.

No. 4. Industrial art in schools. 38 pp.*

No. 5. Maternal schools in France. 14 pp.

No. 6. Technical instruction in France. 63 pp.

OTHER PUBLICATIONS.

Free school policy in connection with leading western railways. 1872.

A statement of the theory of education in the United States of America, as approved by many leading educators. 1874. 22 pp.*

The National Bureau of Education; its history, work, and limitations. 1875. 16 pp.

Educational conventions and anniversaries during the summer of 1876.

The international conference on education, held in Philadelphia July 17 and 18, in connection with the International Exhibition of 1876.*

- A manual of the common native trees of the Northern United States. 1877. 23 pp.
 The Brussels congress. 1880.
 The Indian school at Carlisle Barracks. 1880.*
 Industrial education in Europe. 1880.*
 Vacation colonies for sickly school children. 1880.*
 Progress of western education in China and Siam. 1880.*
 Medical colleges in the United States. 1880.
 Educational tours in France. 1880.*
 Comparative statistics of elementary education in fifty principal countries. 1881.
 Fifty years of freedom in Belgium, education in Malta, &c. 1881.
 Library aids. 1881.
 Recognized medical colleges in the United States. 1881.
 The discipline of the school. 1881.*
 Education and crime. 1881.*
 Instruction in morals and civil government. 1882.
 Comparative statistics of elementary, secondary, and superior education in sixty principal countries. 1882.
 National pedagogic congress of Spain. 1882.
 Natural science in secondary schools. 1882.
 High schools for girls in Sweden. 1882.

Material for a number of special reports, circulars, and other publications has been collected and prepared more or less completely, which the office has not been able to publish. Among these may be mentioned:

- Drawing in the United States in its relations to industrial and fine art education.
- Contributions to the history of education in the United States from the settlement of the country till 1876; including the history of colleges and superior instruction, history of academies and secondary instruction, history of public school systems, history of text books, &c.
- History of Indian education and civilization.
- History of normal schools.
- Industrial education in the United States.
- Report of the English royal commission on technical instruction, with the comments of an American educator.
- Laws and regulations respecting teachers' examinations.
- Judicial decisions affecting public schools.
- Coeducation of the sexes in public schools.
- Industrial education in Norway and Sweden.
- Technical education and the apprenticeship question.
- Methods and courses of instruction in ungraded schools.
- Analysis of city systems of public schools.
- Notes on the conduct of teachers' institutes.

CHAPTER VI.

COMMENTS.

It has been thought advisable to follow this list of the publications of the Office with extracts from its correspondence respecting their importance, usefulness, and practical character. In some instances these documents have supplied wants long felt in the literature of American education; in others they have presented more complete and satisfac-

tory statements than were before possible. One want was satisfied for the first time by the publication of the Statement of the Theory of American Education, which formulated the best opinions and exemplified the best usages of our native thought and practice. The Special Report on Public Libraries has revolutionized, almost recreated, the methods and appliances of library management and administration, and is the text book of a new profession. Parts of it are continually called for, and a new edition of the practical portions will soon have to be issued to supply the demand.

On the other hand, the general student of education has facilities afforded him by the annual reports and other publications such as no other country possesses. The subjects and methods of these publications have greatly improved educational publications in this country, and the very organization of the Office has been copied by more than one foreign government.

The bare list of titles given in the foregoing pages will give the reader a vague but somewhat comprehensive notion of the extent and character of the Bureau's publications. The following comments on them, a few selected from the vast number contained in its correspondence, are presented as some indication of the extent, character, and uses of their distribution. The first eight refer to the special report on the history, condition, and management of American libraries :

As a contribution to the cause of education, it must be worth all the time and labor it has cost.—THEOPHILUS PARSONS, LL. D.

I have examined the volume with great interest and gratification, and take pleasure in bearing testimony to its value.—ROBERT C. WINTHROP, LL. D.

The report seems to me exceedingly creditable to the Bureau, and will, I am sure, prove very useful and valuable to all who are interested in libraries.—EZRA ABBOTT, LL. D.

It seems to have covered the whole ground, and settled points upon which librarians have been inquirers at issue with each other. * * * It will hereafter be referred to, not only to know what libraries we have, but to guide inquirers in creating and conducting new ones.—EMORY WASHBURN, LL. D.

The report on your public libraries shows what has been done during the short life of your now great country, and is an evidence how far education is of value amongst you, for without a widespread education among the people there could be no supply of public libraries such as you now have provided for you.—JOHN BRIGHT, M. P.

My friend, Signor R. Mariani, an eminent Italian scholar, has shown me a letter from Signor D. Chilovi, director of the great Biblioteca Nazionale at Florence, requesting him to procure, if possible, a copy of the report on libraries in the United States—a publication to which Mr. Chilovi ascribes great value, both on account of its intrinsic merit and because it is continually referred to in articles in bibliographical works which are unintelligible without consulting the volume to which they refer.—GEORGE P. MARSH, United States minister to Italy.

I hope you will allow me to express my sense, not only of the indefatigable labor required in its preparation, but of the great value of the result. Many of the contributed papers seem to me just the thing needed to awaken a sense of the educational importance of such institutions, and at the same time show the abuses to which they are liable, and which may go far to neutralize the vast good they are capable of producing. After all our national boasting, popular education is very far from what it must be if we are to stand high among the nations, and this book is full of suggestions as to the true methods of fulfilling our possible destiny.—FRANCIS PARKMAN.

It cannot fail to enlighten every librarian who reads it, stimulating him to make himself more active and useful by knowing how to select and recommend the best books. From being a mere librarian, a mere keeper of books, he will become a more and more enlightened teacher. For interesting and instructing the whole community and greatly increasing the value of almost every library, the work is more valuable than any that has appeared. It will save much time to every one who is selecting for, or arranging, or cataloguing a library. It will help every judicious person to do well, in making up a library, what, without it, he would not be able to do at all. You will enlighten and aid every one who is proposing to erect a building for a library, enabling him to give at comparatively moderate cost, instead of the odd, expensive, and ill arranged structures which are now so common, a convenient, beautiful, and attractive building, which shall be an ornament in a town.—GEORGE B. EMERSON, LL. D.

The Theory of American Education, prepared at the request of the office by Messrs. William T. Harris, of St. Louis, Mo., and Duane Doty, of Detroit, Mich., chiefly for the use and information of foreigners and others desirous of understanding the fundamental principles and usages of American public schools, received the indorsement of the following named persons: J. V. Campbell, chief justice of Michigan; C. I. Walker, law department of the Michigan University; D. B. Briggs, State superintendent, Lansing, Mich.; Warren Johnson, State superintendent of common schools, Maine; J. H. French, secretary of the State board of education, Vermont; Joseph White, secretary of the State board of education, Massachusetts; B. G. Northrop, secretary of the State board of education, Connecticut; A. B. Weaver, State superintendent of public instruction, New York; E. A. Apgar, State superintendent of public instruction, New Jersey; J. P. Wickersham, State superintendent of public instruction, Pennsylvania; Thomas W. Harvey, State commissioner of common schools, Ohio; M. B. Hopkins, State superintendent of public instruction, Indiana; Samuel Fallows, State superintendent of public instruction, Wisconsin; Alonzo Abernethy, State superintendent of public instruction, Iowa; John Monteith, State superintendent of public schools, Missouri; Newton Bateman, State superintendent of public instruction, Illinois; H. D. McCarty, State superintendent of public instruction, Kansas; H. B. Wilson, State superintendent of public instruction, Minnesota; A. C. Shortridge, superintendent of city schools, Indianapolis, Ind.; M. A. Newell, principal of the State Normal School, Baltimore, Md.; E. E. White, editor of the National Teacher, Columbus, Ohio; John D. Philbrick, superintendent of city schools, Boston, Mass.; W. T. Harris, superintendent of city schools, St. Louis, Mo.; Henry Kiddle, superintendent of city schools, New York City; J. W. Bulkley, superintendent of city schools, Brooklyn, New York; George B. Sears, superintendent of city schools, Newark, N. J.; J. L. Pickard, superintendent of city schools, Chicago, Ill.; William R. Creery, superintendent of city schools, Baltimore, Md.; John Hancock, superintendent of city schools, Cincinnati, Ohio; A. J. Rickoff, superintendent of city schools, Cleveland, Ohio; Duane Doty, superintendent of city schools, Detroit, Mich.; Edward Smith, superintendent of city schools, Syracuse, N. Y.; S. A.

Ellis, superintendent of city schools, Rochester, N. Y.; D. F. De Wolf, superintendent of city schools, Toledo, Ohio; J. O. Wilson, superintendent of city schools, Washington, D. C.; George H. Tingley, superintendent of city schools, Louisville, Ky.; George J. Luckey, superintendent of city schools, Pittsburgh, Pa.; William L. Dickinson, superintendent of city schools, Jersey City, N. J.; F. C. Law, superintendent of city schools, Milwaukee, Wis.; Daniel Leach, superintendent of city schools, Providence, R. I.; Ariel Parish, superintendent of city schools, New Haven, Conn.; A. P. Marble, superintendent of city schools, Worcester, Mass.; E. B. Hale, superintendent of city schools, Cambridge, Mass.; S. O. Hosford, superintendent of city schools, Paterson, N. J.; G. E. Hood, superintendent of city schools, Lawrence, Mass.; Henry Chaney, superintendent of the Detroit Public Library; I. M. Wellington, principal of the High School, Detroit, Mich.; J. B. Angell, president of the Michigan University; Prof. J. H. Twombly, president of the Wisconsin University; Asa D. Smith, president of Dartmouth College; M. Hopkins, president of Williams College; J. L. Chamberlain, president of Bowdoin College; S. G. Brown, president of Hamilton College; W. A. Stearns, president of Amherst College; Joseph Cummings, president of the Wesleyan University; H. D. Kitchell, president of Middlebury College; Alexis Caswell, president of Brown University; A. D. White, president of Cornell University; W. H. Campbell, president of Rutgers College; Abner Jackson, president of Trinity College; J. C. Burroughs, president of Chicago University; J. M. Gregory, president of the Illinois Industrial University; Alexander Winchell, president of Syracuse University, New York; J. T. Champlin, president of Olivet College, Michigan; Daniel Read, president of the University of Missouri, Columbia, Missouri; General A. S. Webb, president of the College of the City of New York; F. A. P. Barnard, president of Columbia College, New York; M. B. Anderson, president of Rochester University, Rochester, N. Y.; E. N. Potter, president of Union College, Schenectady, N. Y.; S. Howard, president of the Ohio University, Athens, Ohio; E. T. Tappan, president of Kenyon College, Gambier, Ohio; O. N. Hartshorn, president of Mount Union College, Ohio; J. H. Fairchild, president of Oberlin College, Ohio; J. C. Welling, president of the Columbian College, Washington, D. C.; J. H. Raymond, president of Vassar College, Poughkeepsie, N. Y.

The following requests for copies of a document refer to a small pamphlet, prepared at the request of the office by Hiram Orentt, LL.D., then principal of the Tilden Ladies' Seminary, West Lebanon, N. H.:

I would like to receive 60 copies of *The Discipline of the School*, for distribution among my teachers.—W. H. TUCKER, *County Superintendent, Effingham, Kans.*

If I can get 50 copies, it will do much good for the schools of my county.—JAMES R. DEASON, *County Superintendent, Trenton, Tenn.*

[The document] pleases me so well that I should like to place one in the hands of each one of our students who is preparing to teach.—LYMAN B. TEFFT, *Normal and Theological Institute, Nashville, Tenn.*

I should like 50 copies.—W. D. BURDETT, *Chairman School Board, Marlboro', Mass.*

Cannot you send me one or two dozen copies for the use of teachers?—C. E. CLARK, *County Superintendent, Granite Falls, Minn.*

Can you send me a few copies? I can use them in places where they will be productive of good.—J. W. SIMMONS, *Principal of Schools, Otsego, Mich.*

They are the best information I ever saw printed for school teachers.—WILEY WHITLEY, JR., *County Superintendent, Ocila, Ga.*

The foregoing citations respecting these three publications of the office are, perhaps, enough to show the estimation in which they have been held by the officials, educators, and scholarly men who have received and used them. Those which follow refer to other publications of the office:

I have received the report for 1879. It is well arranged and is invaluable to school officers in Texas, where we are maturing a school system, and where the masses have yet to be educated to it.—J. K. MILANS, *County Judge, Sulphur Spring, Tex.*

I am very glad to receive your reports. They are of much value for reference in connection with my school work.—E. B. FAIRFIELD, JR., *Superintendent of Public Schools, Tecumseh, Mich.*

The report will be of great use to teachers and school officers.—W. A. SUTTON, *Principal Public Schools, Cabot, Ark.*

These reports are great means of disseminating educational light; just such as the educator and the statesman need to aid them in maturing systems and educational work.—J. S. SMILEY, *County Superintendent, Nantahalalah, N. C.*

I find a large amount of statistical matter that will be useful and instructive to me, and such as I have not been able to get elsewhere.—W. R. DAVIS, *School Commissioner, Cumberland County, Kentucky.*

I present some points discussed in these circulars before our County Teachers' Association to-day.—CHARLES G. ROBERTSON, *School Superintendent, Hillsdale, Mich.*

These documents are full of thought and practical suggestions and would, if read and followed by teachers and managers of schools, do much to increase the efficacy of our work. The people of this section need plain instruction and pointed suggestion such as these contain.—A. L. BINGHAM, *Teacher, East Saginaw, Mich.*

This report is a very desirable one for our public school library. Many of our teachers have already examined it and express themselves well pleased with its arrangement and valuable contents. Those reports are doing very much for the educational advancement of our country, and we feel under special obligations for valuable suggestions that we have made practical in our school.—SAMUEL H. DOYAL, *Secretary School Board, Frankfort, Ind.*

The circular of information on the teaching of chemistry and physics will be of great value to me.—G. H. FAIRYER, *State Agricultural College, Manhattan, Kans.*

If the volume were more generally read and understood by educators, our standard would be raised; and if education in the Southern States were somewhat aided by the General Government, ignorance and sectional strife would surely begin to disappear.—O. J. MARSHALL, *Township Clerk, Waukeg, Iowa.*

The report is what every person interested in educational matters should have for reference as to their growth and progress in the country.—LYMAN L. PAYNE, *Teacher, Morrisville, N. Y.*

I have examined the report for 1879, and find in it much valuable information for teachers, which cannot well be procured from any other source; it is just what I have been wanting for some time.—CHAS. L. EBAUGH, *Principal Northwest Normal School, Oregon, Mo.*

In one of the circulars obtained from you I found such ideas as to force me to examine my rooms, when I found the seats so arranged that the scholars faced a strong light. I had the eyes of the pupils examined and found many cases of short sight.—H. L. MEYER, *Anrville, Pa.*

Circular No. 5 (1881) is a great help in my physiology class.—ANNIE H. BARSTOW, *Mattapoisett, Mass.*

The document is to be read before the faculty at its meeting this evening.—Z. F. WESTERVELT, *Institution for Deaf-Mutes, Rochester, N. Y.*

I have read the Report of the Commissioner of Education for 1878, and think its distribution in Texas at this time is opportune, the legislature being now in session and material changes in our school law being contemplated.—W. R. HAYES, *County Judge, Beesville, Texas.*

I am delighted to receive these and any similar educational documents, as my work on an educational committee in the State legislature necessitates the collection of material in this direction.—CHARLES W. GARFIELD, *Grand Rapids, Mich.*

I have received more valuable information from these reports on school matters generally than from all other sources combined. Their arrangement is excellent.—Hon. ALBERT S. BERRY, *State Senator from Campbell County, Newport, Ky.*

I have received the report for 1872. It is, in my opinion, the most valuable educational document ever issued from the American press.—Hon. W. H. RUFFNER, LL.D., *State Superintendent of Virginia.*

The report for 1878 is at hand. I consider it the most valuable I have received. Its discussions and views are great aids.—W. H. H. BEADLE, *Superintendent of Schools, Dakota Territory.*

We received a volume from your office this spring on school architecture, and it has helped us very much. If your works do as much good for the people everywhere as they have done here in the past six months, you have great reason for encouragement.—CHAS. L. BROWN, *Principal of Public Schools, Highland, N. Y.*

I am very thankful for the circular on rural school architecture; it is very opportune, as we are preparing to erect a school building, and the information thus brought to hand is such as we most need.—J. B. PENCE, *Limestone, Tenn.*

I read Mr. Poole's paper on library buildings with very great interest. It cannot but be of immense practical utility. A very prominent characteristic of his plan is the interior court so common in the architecture of Europe and so rare here.—JOHN D. PHILBRICK, LL.D., *late School Superintendent of Boston, Mass.*

I consider the report an admirable one in every respect; the information is full, concise, and satisfactory, and is placed before the reader in such a way as to render its perusal a source of pleasure.—G. A. SOMERVILLE, *Inspector of Schools, South Wellington, Ontario.*

With keen interest I have studied the rich material you have taken the trouble to collect for me, and I find in the different abstracts full answers to the questions I submitted to you. I have made no delay in forwarding to my government the valuable information thus obtained, and I now wish to express my sincere gratitude for the prompt and courteous manner in which you have met my requests.—C. S. A. DE BILLE, *Danish Minister, &c.*

It seems advisable to remark, by way of preface, that the task which the author of this article had to perform when it first appeared, twenty-five years ago, was very different from his present one. * * * With the extraordinary increase of statistical material to which these circumstances have given rise, there has been a corresponding increase in the quantity and accessibility of means for becoming acquainted with it. An American publisher of a comprehensive encyclopedia of education would probably send the compiler of an article on German education to Germany to learn the facts for himself on the spot. It is more difficult for us in Germany to adopt this course for many reasons, and twenty-five years ago the present author had to collect the references with great labor, and it was only by the help of some American friends that he was able to reach any degree of completeness. Since then, however, the Bureau of Education has been established (by the act of Congress of March, 1867), which is a central educational office for all the United States, and which collects statistics illustrating the educational activity of the entire Union with the greatest care and dis-

tributes its information with equal liberality. Consequently, the material belonging to this subject is now offered with an abundance, trustworthiness, and clearness of detail with which Germany has as yet nothing to compare. The most recent report—that for 1879, by Mr. John Eaton—which has reached me contains cexxx and 757 pages. If one were to prepare an article on education in the United States with this broad foundation to start from, on the scale laid down by the encyclopedia for the article on Canada, a volume of some hundred and twenty pages would be the result.—Prof. GUSTAV BAUER, of the *Leipzig University*, in article on “*Nord-Amerika: die Vereinigten Staaten*,” in the new edition of *Schmid's Encyclopedia*.

I have just received your report relative to the year 1878, which will be most useful to me in my purpose of knowing the system of education in this country. Your labors are not only evidently profitable to education in your own country but also for the use of foreigners who can appreciate educational improvements.—AMARO CAVALCANTI, *Brazilian Provincial Commissioner, &c.*

I know of cases where persons have come from other cities to examine the set of reports in the Warren County Library.—THOMAS H. ROGERS, *Secretary of the County Library, Monmouth, Ill.*

I have the honor to acknowledge your schedules showing the number of professors in various technological schools in the country. The information furnished will be of material assistance.—Prof. MARSHALL OLIVER, *United States Naval Academy*.

Thanks for some statistics, otherwise unobtainable, which will aid me greatly in an investigation of the preparatory studies of physicians that I am conducting for the purpose of presenting the results before the American Academy of Medicine.—Dr. CHARLES MCINTIRE, Jr., *Easton, Pa.*

Allow me to thank you very heartily for the excellent service you are doing in the publication of these circulars. I am very glad to place copies both in the library of this board and in my own.—J. T. REEVE, M. D., *Secretary Wisconsin State Board of Health*.

The pamphlet on library aids was just what I wanted.—N. P. RICHARDSON, *Geneva, New York*.

The report for 1879 is a very valuable book of reference for every student of current American life.—LYMAN ABBOTT, D. D., *Editor of the Christian Union, New York City*.

The reports of the Commissioner of Education I have found extremely valuable, and keep them for frequent reference on my nearest shelves.—Rev. ALONZO H. QUINT, D. D., *Editor of the Year Book*.

I have found the reports of the Bureau of great service in the lectures upon the varied relations of education to the well-being of our people that I have given during the past nine years.—Rev. T. K. NOBLE, *San Francisco, Cal.*

I am thankful for a work so thorough and exhaustive. I shall make much use of it.—Rev. C. L. GOODELL, D. D., *St. Louis, Mo.*

I have the series of reports of the Bureau and regard them as of great value. In connection with my duties as secretary of the general committee of the Episcopal Church in the United States for many years, I found the statistical tables full, accurate, and important. They are frequently consulted by me now, and prove satisfactory in all cases.—The Rt. Rev. WM. STEVENS PERRY, D. D., *Bishop of Iowa*.

I have received the report for 1879. It is a wonderful collection of facts upon points of increasing public interest, especially the portions relating to the Gulf States, &c.—JOHN D. COBB, *Librarian of the Historical Society, Dedham, Mass.*

This report is of incalculable benefit to us in conducting the business of our office.—S. S. WOOLWINS, *Manager Southern School Agency, Nashville, Tenn.*

I trust that nothing in either of my articles implied any want of appreciation of the immense amount of information contained in the reports of your Bureau—in information which appears to me to be presented with great skill and in a form singularly convenient and valuable.—Rev. R. W. DALE, *Birmingham, England*.

The favorable opinion thus expressed by the individual correspondents of the office conforms to their voice when acting in union at the meetings of their associations. The following are selected from a number of such expressions:

We congratulate ourselves and the country that the National Bureau of Education has been enabled, to some extent, to begin to meet the wants of educators by pursuing those investigations which increase the value of educational statistics, and by publishing, for the benefit of those engaged in education, the rare products of the educational field in this and other countries.—*The National Educational Association, Boston, 1872.*

The good already accomplished by the National Bureau of Education is a complete vindication of the wisdom of its establishment, and we earnestly request Congress to increase the usefulness of the Bureau by providing ampler facilities for the prosecution of its important work.—*The National Educational Association, Minneapolis, 1875.*

Whereas the National Bureau of Education was established by an act of Congress for the purpose of collecting and diffusing information respecting the condition and progress of education in the several States of the Union, without giving to the Bureau, or intending to give it, any authority or control over the State systems of education;

And whereas this Bureau has proved an efficient agency in promoting the progress of education throughout the country, while keeping strictly within the limits of its appropriate functions, and is now carried on efficiently and satisfactorily;

Resolved, That we hereby renew our expression of confidence in this National Bureau as an instrumentality for the advancement of education, and that we earnestly recommend to Congress the policy of continuing the support of the Bureau on a liberal scale, so that its valuable reports may be largely distributed in all parts of the country.—*New England Association of School Superintendents, Boston, 1875.*

We recognize the great value of the work of the United States Commissioner of Education, and respectfully ask our legislators and representatives in Congress to render the Bureau of Education every possible facility for collecting and distributing the important facts and statistics embraced in the circulars and annual report of the Commissioner.—*Missouri Teachers' Association, Warrensburg, 1873.*

While the Federal Government should leave to the people and local governments of each State the management of their own educational affairs without interference, we recognize the great value of the work of the National Bureau of Education, and respectfully ask our Senators and Representatives in Congress to exert their influence for its continuance and liberal support.—*Massachusetts State Teachers' Association, Worcester, 1875; ditto, Boston, 1876.*

We commend to the fostering care of Congress the National Bureau of Education, and we would regard its abolition, as threatened, a calamity to the cause of education.—*Vermont State Teachers' Association, 1876.*

We have noticed, with deep regret, the apparent want of appreciation, on the part of a large number of Representatives, of the Bureau of Education, at Washington, the great value of which we have learned from our individual experience, not as building up a central power in education at the National Capital, which it appears to us inadequate ever to do, but as enabling those engaged in education in the various States to have access to the information necessary to make their work thorough and efficient.—*New York State Association of School Commissioners and Superintendents, 1874.*

